

Textbook Alignment to the Utah Core – Composition

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Composition Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Demonstrate technical performance skills.

•	Demonstrate knowledge of major, minor, and pentatonic scales and intervals on a selected instrument.		
•	Demonstrate knowledge of basic chords and chord progressions on a selected instrument.		
•	Demonstrate knowledge of meters and key signatures on a selected instrument.		
Objective B: Perform varied repertoire.			
•	Prepare, rehearse, and perform personal or another's original compositions/arrangements using traditional/nontraditional instruments.		
•	Produce a recording of original compositions/arrangements for class presentation.		
STANDARD II: (Create): Students will improvise and compose music.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
			<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.			
•	Improvise a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.		
•	Improvise a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.		
Objective B: Record musical thoughts in standard notation.			
•	Explore/employ various software notation programs.		
•	Accurately notate simple melodic, rhythmic, and harmonic ideas and sequences.		

•	Notate/chart original phrases in traditional or nontraditional notation.			
•	Keep a sketch notebook of compositional ideas.			
•	Accurately notate single line and multiple line arrangements and compositions, including any lyrics.			
•	Accurately notate all expressive markings.			
Objective C: Write original melodies and short compositions to communicate an emotion, culture, place, time, or happening.				
•	Employ techniques of imitation and improvisation to generate melodic and rhythmic ideas for a composition.			
•	Finish partially written phrases.			
•	Write a consequent phrase for a given antecedent phrase.			
•	Compose complete sequences in a recognizable form (e.g., AB, ABA, verse/chorus, through composed).			
•	Build melodic patterns into a sequence of phrases (lyrics optional).			
•	Compose melody for a selected text.			
•	Compose a counter-melody for an original melody.			
•	Harmonize melodies using primary chords.			
•	Create a melody to go within/over an original composed harmonic Progression.			
Objective D: Orchestrate melodies and short compositions.				
•	Orchestrate compositions in a variety of media (acoustic, electronic, synthetic, mixing variations) to communicate a specific idea or emotion.			
•	Orchestrate melodies in a variety of textures (monophonic, homophonic, polyphonic, heterophonic) to communicate a specific idea or emotion.			
Objective E: Arrange melodies and short compositions.				
•	Arrange a selected piece of music in a different style from the original to communicate a new meaning or feeling; e.g., write variations of a given phrase, rearrange the form, re-harmonize it, change the orchestration, change the meter, create variations in the rhythm, alter the texture.			
•	Arrange a selected piece of music to meet the specifications of a special occasion; e.g., soundtrack, commercial, talent show, commemorative program.			
•	Analyze and describe the differences between arranging a song and			

	creating original phrases.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Describe the elements of music.				
•	Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.			
•	Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.			
•	Evaluate how melodies are used to create effects within harmonic texture; e.g., monophony, homophony, polyphony.			
•	Illustrate how form communicates meaning in music.			
Objective B: Analyze and evaluate musical examples.				
•	Analyze and evaluate musical excerpts in terms of aesthetic qualities and how meaning is conveyed.			
•	Present original compositions and arrangements in class and discuss the choices made; e.g., melodic contour, harmony, meter, rhythms, form, tone colors, textures, expressive qualities.			
•	In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.			
•	Exhibit acceptable performer and audience etiquette.			
Objective C: Document personal growth as a musician.				
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Keep a journal and/or write reflective papers on personal experiences of the four Core Curriculum standards.			

STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			